DAY 1	DAY 2	DAY 3	DAY 4
UNIT INTRODUCTION  SE pp 250-257  Unit Goals Students will deepen their understanding of survival by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary disrupt, coherent, notation, aggregate, express  Launch Text Students will read "1963: The Year That Changed Everything". They will then be able to the question: How does the writer help the reader understand the importance of these events?	SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr.  SE pp 260- 264 MAKING MEANING  Concept Vocabulary prosperity; hallowed; tribulations; redemptive; oppression; exalted  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction  Read the Selection Selection Audio I Have a Dream:	SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr.  SE pp 261-265 MAKING MEANING Read the Selection Comprehension Check Students complete comprehension questions.  Research to Clarify Students research one unfamiliar detail from the text.  STANDARDS RI.9-10.10; Pl.5	SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr.  SE pp 266-267 MAKING MEANING  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Students will respond to questions about the text, citing textual evidence.  Analyze Craft & Structure Argument Students will discuss rhetorical devices used in the speech.
does the writer help the reader understand the	Selection Audio		Students will discuss rhetorical devices used in the

Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire		
Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Evidence Log Performance-Based Assessment: Refining Your Thinking		
STANDARDS L.9-10.6		

DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
"I Have a Dream"	Letter From Birmingham Jail	Letter From Birmingham Jail	Letter From Birmingham Jail	Letter From Birmingham Jail
Dr. Martin Luther King, Jr.	Dr. Martin Luther King, Jr.	Dr. Martin Luther King, Jr.	Dr. Martin Luther King, Jr.	Dr. Martin Luther King, Jr.
SE pp 268-269	SE pp 270-287	SE pp 288-289	SE pp 290-291	SE pp 292-293
LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE	EFFECTIVE EXPRESSION
DEVELOPMENT	WAKING WEANING	WAKING WEANING	DEVELOPMENT	EFFECTIVE EXPRESSION
DEVELOPMENT	Concept Vocabulary	Close Read the Text	DEVELOPMENT	Writing to Compare
Concept Vocabulary	idly; postpone; stagnation;	Students will review the Close	Concept Vocabulary	Comparison-and-contrast
Students complete activities	complacency; yearning;	Read Model and complete the	Students complete activities	Essay
related to the Concept	languished	close read sections in the	related to the Concept	Students write an essay
Vocabulary words:	languisneu	selection.	Vocabulary words:	comparing Dr. King's two
prosperity; hallowed;	First Read		idly; postpone; stagnation;	speeches.
tribulations; redemptive;	Students Notice, Annotate,	Close Read the Text	complacency; yearning;	_
oppression; exalted	Connect, Respond as they		languished	Writing to Compare:
oppression, examed	read the selection the first	Analyze the Text	languisned	Compare-and Contrast Essay
Word Study: Patterns of	time.	Students will respond to	Word Study: Latin Root	
Word Changes		questions about the text,	-plac-	Evidence Log
Students complete activities	First-Read Guide:	citing textual evidence.	Students complete activities	Students add notes and
adding <i>-tion</i> to verbs	Nonfiction		related to the Latin Root	evidence that will be used to
		Analyze Craft and	-plac-	inform the Performance-
Concept Vocabulary and	Read the Selection	Structure: Argument		Based Assessment.
Word Study	Selection Audio	Students will record examine	Concept Vocabulary and	
	Selection Addio	rhetorical devices.	Word Study	STANDARDS
Word Network	Letter From Birmingham	Analyze Craft and		W.9-10.2; W.9-10.4; W.9-
Students add new words to	Jail: Accessible Leveled Text	Structure: Argument	Word Network	10.9.b
their Word Network as they		Oli detare. Algument	Students add new words to	
read texts in the unit.	Comprehension Check	STANDARDS	their Word Network as they	
	Students complete	RI.9-10.1; RI.9-10.3; RI.9-	read texts in the unit.	
Conventions: Parallel	comprehension questions.	10.9		
Structure		10.0	Conventions: Relative	
Students complete activities	Research to Clarify		Clauses	
locating elements of parallel	Students research one		Students complete activities	
structure	unfamiliar detail from the text.		marking relative clauses and	
Conventions: Parallel			relative pronouns.	
Structure	Research to Explore		Conventions: Relative	
	Students choose item from		Clauses	
STANDARDS	text that interests them and			
L.9-10.1; L.9-10.1.a; L.9-	formulate research question.		STANDARDS	
10.2.c; L.9-10.4.b	074454555		L.9-10.1.b; L.9-10.4.b; L.9-	
	STANDARDS		10.5	

RI.9-10.10		

DAY 10	DAY 11	DAY 12	DAY 13	DAY 14
SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy  SE pp 294-295  MAKING MEANING  Media Vocabulary oratory; delivery; gesture; cadence Media Vocabulary  First Review Students Listen, Note, Connect, Respond as they listen to the broadcast First Review Guide: Media Video  Listen to the Selection Selection Audio Remarks on the Assassination of Martin Luther King, Jr.	SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy  SE p 296  EFFECTIVE EXPRESSION  Comprehension Check Students complete comprehension questions.  Close Review Students will watch the video again and write down new observations.  Analyze the Media Students will respond to questions about the speech.  STANDARDS SL.9-10.3	SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy  SE p 297  EFFECTIVE EXPRESSION  Writing to Sources: Newspaper Report Students write a news report about Robert Kennedy's speech.  Writing to Sources: Newspaper Report Students write a news report about Robert Kennedy's speech.  Writing to Sources: Newspaper Report  Speaking and Listening: Newscast Students adapt their newspaper report to a newscast  Speaking and Listening: Newscast  Evidence Log Students add notes and evidence that will be used to	PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay  SE pp 298-300 PERFORMANCE TASK  Write an Informative Essay Students conduct research to answer the question: How did the selections in this section affect those who first heard them or read them?  PreWriting/Planning Students focus their research and evaluate sources.  Drafting Students organize and write a first draft.  STANDARDS W.9-10.2.a-f; W.9-10.7; W.9-10.8; W.9-10.10	PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay  SE pp 301-303  LANGUAGE DEVELOPMENT: AUTHOR'S STYLE  Create Cohesion: Integrate Different Types of Information Students choose from direct quotations, paraphrases, or summaries to bolster their point.  PERFORMANCE TASK  Revising Students evaluate and revise draft utilizing peer reviews.  Editing and Proofreading Students edit for conventions and proofread for accuracies.
Luther King, Jr.  STANDARDS  RI.9-10.10				Publishing and Presenting Students create a final version of their argument and share in small groups.  Reflecting Students reflect on their informative essays.  STANDARDS W.9-10.2.c-f; W.9-10.8; L.9- 10.3.a

DAY 15	DAY 16	DAY 17	DAY 18	DAY 19
PERFORMANCE TASK:	SELECTION	SELECTION	SELECTION	SELECTION
WRITING FOCUS	Remembering Civil Rights	For My People	For My People	Lessons of Dr. Martin Luther
Write an Informative Essay	History, When "Words Meant	Margaret Walker	Margaret Walker	King, Jr.
	Everything"			Cesar Chavez
	Jeffrey Brown	Incident	Incident	
		Natasha Trethewey	Natasha Trethewey	
SE pp 301-303				
	SE pp 308-311	SE pp 312-318	SE pp 318-321	SE pp 322-330
LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
DEVELOPMENT:			DEVELOPMENT	
AUTHOR'S STYLE	Media Vocabulary	Concept Vocabulary		Concept Vocabulary
	point of view; primary source;	bewildered; blundering;	Concept Vocabulary	activist; radical; advocating
Create Cohesion: Integrate	eyewitness; secondary source	trembling	Students complete activities	First Brest
Different Types of	Media Vocabulary	First Read	related to the Concept	First Read
Information	inicala vecasalary	Students Notice, Annotate,	Vocabulary words:	Students Notice, Annotate,
Students choose from direct	First Review	Connect, Respond as they	bewildered; blundering; trembling	Connect, Respond as they read the selection the first
quotations, paraphrases, or summaries to bolster their	Students Watch, Note,	read the selection the first	trembling	time.
point.	Connect, Respond as they	time.	Word Study	_
point.	study the images.		Latin Root: -trem-	First-Read Guide:
PERFORMANCE TASK		First-Read Guide: Poetry		Nonfiction
PERI ORMANCE TASK	First Review Guide:		Concept Vocabulary and	
Revisina	Media-Video	Read the Selection	Word Study	Read the Selection
Students evaluate and revise	View the Coloction	Selection Audio		Selection Audio
draft utilizing peer reviews.	View the Selection		Word Network	Selection Audio
g p	Selection Audio	For My People/Incident:	Students add new words to	Lessons of Dr. Martin
Editing and Proofreading	Demomboring Civil	Accessible Text	their Word Network as they read texts in the unit.	Luther King, Jr.: Accessible
Students edit for conventions	Nemething Civil		read texts in the unit.	Leveled Text
and proofread for accuracies.	Rights History, When "Words	Comprehension Check	Analyze Craft & Structure	
	Meant Everything"	Students complete	Poetic Structure	Comprehension Check
Publishing and Presenting	Comprehension Check	comprehension questions.	Students will analyze basic	Students complete
Students create a final	Students complete		types of stanzas.	comprehension questions.
version of their argument and	comprehension questions.	For My People/Incident:		
share in small groups.	Comprehension questions.	First Read Extension	Analyze Craft and	Research to Clarify
	Close Review	Questions	Structure: Poetic Structures	Students choose one
Reflecting	Students will listen to the			unfamiliar detail of the text to
Students reflect on their	newscast again and write	Research to Clarify	Author's Style:	research.
informative essays.	down new observations.	Students research one	Punctuation	December 5:
OTANDA DDG		unfamiliar detail from the text.	Students analyze commas,	Research to Explore
STANDARDS	Analyze the Media		semicolons, and dashes.	Students choose something interesting from the text and
W.9-10.2.c-f; W.9-10.8; L.9-	Students will respond to	Close Read the Text	Author's Style:	formulate a research
10.3.a	questions about the images.	Students will review the Close	Punctuation	question.
	📜	Read Model and complete the		question.
	Analyze the Media			Close Read the Text

# **EFFECTIVE EXPRESSION**

#### Research

Students research and write a report about events from the Civil Rights era.

Research: Report

# Writing to Sources: Short **Essay**

Students write an essay about "sacred language" and how it affects people.

Writing to Sources: Short Essay

#### **STANDARDS**

RI.9-10.10; SL.9-10.2; W.9-10.7

close read sections in the selection.



## Analyze the Text

Students will respond to questions about the text, citing textual evidence.

Analyze the Text

#### STANDARDS

RL.9-10.10; L.9-10.4.a

Author's Style: Punctuation (RP)

### **EFFECTIVE EXPRESSION**

### Speaking and Listening: Multimedia presentation

Students create a multimedia presentation from a selection of poems.

Speaking and Listening: Multimedia presentation

## **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

### **STANDARDS**

RL.9-10.5; SL.9-10.4.b; SL.9-10.5; SL.9-10.6; L.9-10.2; L.9-10.2.a; L.9-10.4.b; L.9-10.4.c

Students will review the Close Read Model and complete the close read sections in the selection.



Close Read the Text

# Analyze the Text

Students will respond to questions about the text, citing textual evidence.

### **STANDARDS**

RI.9-10.10: L.9-10.4.a

DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
SELECTION	SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:
Lessons of Dr. Martin Luther	Lessons of Dr. Martin Luther	Traveling	Traveling	Speaking and Listening
King, Jr.	King, Jr.	Grace Paley	Grace Paley	Focus
Cesar Chavez	Cesar Chavez			Multimedia Presentation
SE pp 330-331	SE pp 332-333	SE pp 334-340	SE pp 340-343	SE p 344
LANGUAGE	LANGUAGE	MAKING MEANING	LANGUAGE	PERFORMANCE TASK
DEVELOPMENT	DEVELOPMENT		DEVELOPMENT	
		Concept Vocabulary		Develop a Multimedia
Concept Vocabulary	Author's Style: Cohesion	absolute; sheer; adamant	Concept Vocabulary	Presentation
Students complete activities	and Clarity		Students complete activities	As a group, students develop
related to the Concept	Students locate transitional	First Read	related to the Concept	a multimedia presentation on
Vocabulary words:	words and phrases.	Students Notice, Annotate,	Vocabulary words:	why some words and actions
activist; radical; advocating	Author's Style: Transitions	Connect, Respond as they	absolute; sheer; adamant	produce change.
Word Study: Latin root:		read the selection the first time.	Word Study: Etymology	Plan with Your Group
-voc-	Research: Team Report	_		Students analyze the text,
	Students write a team report.	First-Read Guide:	Concept Vocabulary and	gather evidence and media
Concept Vocabulary and	<b>@</b>	Nonfiction	Word Study	examples, and organize ideas
Word Study	Research: Team Report		,	for the podcast
	Fridancelon	Read the Selection	Word Network	for the podeast
Word Network	Evidence Log Students add notes and	Selection Audio	Students add new words to	STANDARDS
Students add new words to	evidence that will be used to	Selection Audio	their Word Network as they	SL.9-10.4
their Word Network as they	inform the Performance-	Traveling: Accessible	read texts in the unit.	
read texts in the unit.	Based Assessment.	Leveled Text		
Analyze Craft & Structure:	Duscu Assessificit.		Analyze Craft & Structure:	
Development of Ideas		Comprehension Check	Author's Choices: Point of	
Students identify cause and	STANDARDS	Students complete	View and Structure	
effects.	W.9-10.2.c; W.9-10.7; L.9-	comprehension questions.	Students will analyze author's	
	10.2.a		perspective in the reading.	
Analyze Craft and		Research to Clarify	Analyze Craft and	
Structure: Development of		Students choose one	Structure: Author's Choices:	
Ideas		unfamiliar detail of the text to research.	Point of View and Structure	
STANDARDS			Author's Style:	
RI.9-10.3; I.9-10.4.b		Research to Explore	Punctuation	
		Students choose something	Students cite examples of	
		interesting from the text and	dialogue from the reading.	
		formulate a research		
		question.	Author's Style:	
			Punctuation	
		Close Read the Text		

Read Moclose reselection  Clo  Analyz Studen question citing te	Students debate a question raised by Paley's memoir.  yze the Text ents will respond to tions about the text, grextual evidence.  Analyze the Text  NDARDS  10.10: L.9-10.4.a; L.9-	
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DAY 25	DAY 26	DAY 27	DAY 28
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE p 345	SE pp 348-350	SE pp 351-353	SE pp 354-355
PERFORMANCE TASK	MAKING MEANING	PERFORMANCE-BASED ASSESSMENT PREP	PERFORMANCE-BASED ASSESSMENT
Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.9-10.5; SL.9-10.6	First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Quick Write Students write about a paragraph that grabbed their interest.  Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their	Review Evidence for an Informative Essay Students evaluate the strength of their evidence.  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Writing to Sources: Informative Essay Students will write an informative essay explaining how words have the power to provoke, calm, or inspire.  Informative Text Rubric Students use the rubric to guide their revisions.  STANDARDS W.9-10.2; W.9-10.2.a; W.9-10.2.b; W.9-10.8; W.9-10.9; W.9-10.10	Speaking and Listening: Multimedia presentation Students plan and present a brief three- to five-minute multimedia presentation.  Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.  STANDARDS SL.9-10.4; SL.9-10.5; SL.9- 10.6

understanding of a identity.	American	
Evidence Log Students add note evidence that will inform the Perforn Based Assessmen	be used to nance-	
<b>STANDARDS</b> RL.9-10.10; RI.9-10.1	0.10; SL.9-	